

## Protocol for Reflective Coaching Conversation when Root Causes are Texts, Questions, or Tasks

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation		
<b>Ground the Conversation in Student Evidence</b> <i>Purpose: Means of ensuring the coach and the teacher are thinking about content, pedagogy, and student learning in the same way and grounding their conversation in data; provides an opportunity for dialogue that facilitates understanding</i>			
<u>Discuss objectives</u>	<ul style="list-style-type: none"><li>What concept(s) and enduring understanding(s) was your lesson driving toward?</li><li>What were you hoping to hear students say or write in connection to the enduring understanding(s)?</li></ul>		
<u>Explore student and teacher evidence</u>	<ul style="list-style-type: none"><li>What did you hear in student talk?</li><li>What did you see in student tasks?</li><li>How did your student work compare to the outcomes you wanted?</li></ul>		
<b>Connect the Instructional Triangle</b> <i>Purpose: Means of prompting reflection that focuses the conversation on the connections between and among the three points of the Instructional Triangle</i>			
<u>Utilize open-ended, probing questions</u>	<ul style="list-style-type: none"><li>What are some of your hunches about why students ___?</li><li>What effect did your [insert instructional practice] have on your student outcomes?</li></ul>		
<u>Consider the root cause</u>	<b>Text Selection</b>	<b>Questions</b>	<b>Tasks</b>
	Talk about how the text selection impacted your ____.	Talk about how the question sequence impacted your ____.	Talk to me about how your _____ supported your students in completing the task.
	How might your text selection have played a role in your students’ demonstration of knowledge?	How might your question sequences have played a role in your students’ demonstration of knowledge?	How does your task compare to the expectations in the standards?
	How did your text selection connect to the concept(s) and enduring understanding(s)?	How did your question sequences connect to the concept(s) and enduring understanding(s) (connecting to text re-readings if applicable)?	How did your tasks provide an opportunity for students to demonstrate their knowledge?

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<b>Explore Possibilities</b> Purpose: <i>Means of deepening the teacher's content and pedagogical knowledge</i>			
<u>Utilize open-ended, probing questions</u>	Text Selection	Questions	Tasks
	What might be some things to consider in connection to text selection?	What adjustments might you consider to your questions and/or the question sequence?	What adjustments might you consider to your tasks?
	<i>If needed, go to research-based options below before continuing to the next question.</i>		
	In what ways might selecting different text help you improve _____?	In what ways might improving your question sequences improve your _____?	In what ways might improving your tasks improve your _____?
<u>Provide research-based options:</u> When the teacher struggles to surface focused ideas or solutions	Tools for Text Selection	Tools for Questions	Tools for Tasks
	<ul style="list-style-type: none"><li>Text Selection Protocol</li><li>Lexile Bands</li><li>Qualitative Rubric</li><li>Task and Reader Questions from the Standards</li><li>Selecting Text for Shared Reading (Shared Reading Cohort 2 Manual p. 38)</li><li>Characteristics for High-Quality Literary and Informational Texts (IRA cohort 2 manual pp. 100-103)</li><li>K-3 Unit Starter</li><li><i>Teaching Literacy in Tennessee</i></li></ul>	<ul style="list-style-type: none"><li>Guiding Questions for Creating Questions</li><li>Strategic Actions Wheel (<i>The Fountas and Pinnell Literacy Continuum</i>)</li><li><i>Prompting Guide Part 2 for Comprehension: Thinking, Talking, Writing</i></li><li>Generating Text Dependent Questions (IRA cohort 2 manual p. 117)</li><li>Creating Questions for Deep Reading (IRA cohort 2 manual p. 120)</li><li>K-3 Unit Starter</li><li><i>Teaching Literacy in Tennessee</i></li></ul>	<ul style="list-style-type: none"><li>Hess' Cognitive Rigor Matrix and Curricular Examples</li><li>Creating Tasks from the Shared Reading Webinar (slide 35)</li><li>K-3 Unit Starter</li><li><i>Teaching Literacy in Tennessee</i></li></ul>

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<b>Refine</b> <i>Purpose: Means of acknowledging critical content or pedagogical information and providing an opportunity for the teacher commit to continuing to refine the area of focus or make connections to other areas</i>			
<u>Discuss purpose</u>	Text Selection	Questions	Tasks
	How will improving text selection improve student learning?	How will improving the question sequences improve student learning?	How will improving the tasks improve student learning?
<u>Commit to refinement</u>	Text Selection	Questions	Tasks
	What will you consider as you select text for your next lesson/unit?	What will you consider as you plan for your next question sequence?	What will you consider as you plan for your next task?
	How might I support you with your text selection?	How might I support you in planning your question sequences?	How might I support you in developing your task(s)?
<b>Reflect on Process</b> <i>Purpose: Means of providing an opportunity to solidify the purpose of reflecting together and information to guide future coaching practices</i>			
<u>Close the conversation</u>	<ul style="list-style-type: none"><li>What impact might today's discussion have on your students in the future?</li></ul> AND/OR <ul style="list-style-type: none"><li>How has today's conversation impacted your thinking?</li></ul>		